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ABSTRACT

The counseling profession has begun to establish standards for counselor educator programs, for counseling agencies and for counselors. Most counselors are no longer neutral in the counseling interviews or in life itself, nor can they be. Counseling, as well as education, will be viewed as a life-long concept. Future counselors will move into other areas where their skills are needed in society. In the future counseling will be possibly more future-oriented than it is now. The new futurist counselors will help shape the future, rather than let events take place in a random manner. The new counselor can be much more of an activist and agent for change. He can and will change the occupational structure. Counselors can help avoid future shock by accentuating the positive and innovative changes of the future. (Author/LEB)

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PERSPECTIVE OF COUNSELING IN THE UNITED STATES

PAST, PRESENT AND FUTURE

*S. Norman Feingold

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I. THE PAST

While the father of vocational guidance in the United States is considered to be Frank Parsons, there were earlier appraisals of individual capabilities and some indications that this new profession of counseling would emerge.

A. Prior to 1890

Before the 1890's there was little objectivity in appraisal and in estimation of man's capabilities. Objective means of identifying talents rather than observation and estimation were not available until the late 19th century. Methods of subjective appraisal and observation, as well as "tryout" under master workmen, were the means of identifying capabilities. Objective techniques of testing aptitudes were invented in the psychologists' laboratories. Parsons "borrowed" some of the techniques and demonstrated their use.

B. Parsons, 1890 - 1908

In the 1890's, Parsons initiated counseling of underprivileged youth in the Boston area. His methods, as described in his 1909 book, "Choosing a Vocation," consisted of three categories of techniques:

> "In a wise choice there are three broad factors: (1) A clear understanding of yourself, your aptitudes, abilities, interests, ambitions, resources, limitations, and their causes; (2) a knowledge of the requirements and conditions of success in different lines of work, and of the advantages and dis-

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advantages, the compensation, opportunities and prospects in different lines of work; (3) true reasoning on the relations of these two groups of facts."

In 1892, Professor Elliot of Harvard spoke of individualized diagnosis. Gilman, in 1892 at Johns Hopkins, made similar proposals. In 1899, Harper in Chicago delivered two addresses outlining the diagnoses of individuals. Harper also at that time predicted that in 50 years there would be specialized counselors in the schools.

In 1905, Parsons established the Breadwinner's Institute in the Civic Service House, a community service agency in the north end of Boston. Its emphasis on counseling and individual help in securing employment and on-the-job training and advancement attracted wide attention in other cities and states. Those who supported it financially viewed it as a substitute for prolonged welfare. Educational leaders saw it as a service that would complement manual training and vitalize education for many, if not most youth.

In 1908, the Vocational Bureau for the City of Boston was established and was supported in part by public funds. The counseling movement started informally in Boston, Massachusetts. Frank Parsons, in addition to his activities at Civic Service House, was also a professor at Boston University. His zeal for social reform and the mental hygiene movement helped spark the development of the guidance movement.

In the decade that followed, many settlement houses and welfare agencies in other big cities employed vocational counselors. The thrust emphasized job-oriented vocational guidance as a means of solving the welfare problem.

The National Vocational Guidance Association was founded in Grand Rapids, Michigan in 1913. Jesse B. Davis helped start the movement in that area and later reinforced the concept as Dean of the School of Education of Boston University. This movement was joined also by psychologists working in psychometrics. At the very time that Frank Parsons began his vocational guidance work in Boston, Alfred Binet published his intelligence scale in Paris.

World War I effected a partial merger of these two groups in the United States. Educators such as John Brewer stressed exploratory experiences in guidance. Psychologists such as Clark Hull had hopes for psychological tests as the basis of vocational counseling.

C. 1913 - 1930's

After 1915, vocational counselors were employed in increasing numbers in the public schools of the larger cities of the United States. Like their counterparts in social and welfare agencies, these early school vocational counselors concentrated their efforts on job-placement and job-adjustment. There was much talk about keeping "square pegs out of round holes" and vice versa. As the number of high school graduates going to college increased, more and better tests became available. School counselors gave less attention to jobs and more to study of the individual, to academic advisement, and to college placement. When the Smith-Hughes Act of 1917 was passed as a war emergency measure, it established a federally aided program of vocational education of less than college grade. No provision whatever was made for vocational guidance as an ancillary service to vocational education in public schools.

Another breakthrough in vocational guidance originated in France and Germany

around the turn of the century. Psychological tests were applied by Lahy (1913) and Clarapede (1922) to the identification of workers in various industries who were either accident-prone, or unsatisfactory in meeting employer requirements. Frederick Taylor (1911), in American Industry, standardized work units by means of objective observation and studies of time and motion of workers. Until then there was no objective external criterion against which to check and correlate the emerging psychometric tests of aptitudes. Use of an external criterion in validating aptitude tests proved to be significant for the emerging psychology of work and assessment of human capabilities.

In the use of an external criterion of "satisfactoriness" of work tasks, one became cognizant of the reality of "subjective" criteria which deal with "job satisfaction" and interpersonal relationships and other dimensions of personal experience. Early industrial psychologists, according to readings of Viteles and Scott and Clothier, were deeply concerned not only with externally observed work tasks, but also with how the worker felt about work and with feelings of satisfaction.

Next, experimental methods replaced ancient techniques of observation and estimation. Industrial psychology became applied research in its basic methods. The differentiation of "successful" from "unsuccessful" workers in an occupation and differentiation of one occupational group from another were analyzed. This involved basic experimental methods of describing requirements of an occupation. The experimental design of objective differentiation of defined criterion groups first employed in industrial psychology has provided counselors with techniques of individual analysis with regard to aptitudes, interests and personality.

A new kind of occupational information gradually emerged in the occupational ability profile. Work and jobs were described in the same terms in which workers were discussed. New types of scholastic aptitude profiles and differential predictions for school tasks developed into two types of job worker descriptions. The first is exemplified in Munsterberg's (1913) experimental comparison of workers using objective tests of aptitudes and skills. The second design, pioneered by Paterson, Viteles, Bingham and others is highlighted, currently, by "estimates" of Worker Trait Requirements, employing trained occupational analysts who "estimated" job-man requirements, including specified aptitudes, temperaments, interests, physical capacities, and working conditions (Fine, Heintz, 1957).

Army psychologists, trained in manpower analysis and job descriptions in terms of manpower abilities, turned to the occupation of "studentship" as though it were a vocation, subject to psychometric description by experiment. Correlations with the criterion of grades are less than perfect. They are, however, far better than "estimation" and teacher's ratings of a half-century ago.

The pioneering work of E. K. Strong, Jr., preceded at Carnegie Institute of Technology by B. V. Moore, Jay Bean and Max Freyd, developed objective measurement of that elusive phenomenon called "interest." Methods of psychological research and psychometric measurement were applied to motivational phenomenon. E. K. Strong, Jr. and Frederick Kuder have given us a technical literature which makes possible much improved educational guidance over that based upon self-diagnosis of interests.

A significant contribution is the development of rational reasoning about self in communicable terms. Viteles was one of the early innovators to develop such an instrument. Known as the individual psychograph, it was later adapted by Paterson in the Minnesota Employment Stabilization Research Institute to the guidance of the unemployed adult through objective communicable reasoning about capabilities. Paterson's pioneering work laid the foundation for a new type of employment counsel-

ing and placement service in the United States Employment Service and also in the U.S. Office of Vocational Rehabilitation. This new pattern of vocational guidance was adapted to Parsons' step three, "true reasoning" about man and job, and given new meaning and new techniques.

Large-scale unemployment highlighted vocational guidance as a job-placement activity as well as an educational function. The Minnesota Employment Stabilization Research Institute experimented with psychological tests, occupational information, and retraining methods of getting adult workers back into the active labor force. Many private and public vocational counseling centers, together with the United States Employment Service, adapted research and counseling methods developed in this pioneer project. The union of education, of social work, and of psychometrics in the vocational guidance of youth and adults was somewhat more complete, as shown by the strength of the National Vocational Guidance Association and activities of the National Occupational Conference.

Psychology as an organized field this time showed some interest in guidance only through a small group of applied psychologists. In 1937, they organized the American Association for Applied Psychology. While this organization included sections concerned with clinical, consulting, educational, and industrial psychology, none was concerned particularly with vocational guidance.

During the 1930's another movement gathered force. This one was under the auspices of clinical psychology, namely, an interest in psychotherapy. One of the products of this new focus of psychological research and practice was Carl Rogers' book on Counseling and Psychotherapy (Rogers, 1942). The years following its publication saw a growing interest in psychotherapeutic procedures. The development soon became even greater than interest in psychometrics. This movement, and numerous research and theoretical contributions which have accompanied it, had its impact on vocational guidance. It made vocational counselors, whether psychologists or otherwise, more cognizant of the unity of personality, and that one counsels people rather than problems. Problems of adjustment in one aspect of living have effects on other aspects of life. The complexity of the processes of counseling concerning any type of individual adjustment is evident, whether in the field of occupations, of group living, or of personal values.

D. 1940 - 1970

World War II helped solve the problem of U. S. unemployment almost overnight and accelerated recruitment and training of war production workers. The early 1940's saw the United States involved in a great deal of sophisticated psychological selection techniques to assess, train and employ specialized personnel, both military and civilian. At the close of the War in 1946, much effort was directed to counseling of veterans not only by private agencies but also by the Veterans Administration. Veterans were entitled to counseling under the G.I. Bill. Many thousands effectively utilized the service. The U. S. Employment Service, the Civilian Rehabilitation Service and the Servicemen's Rehabilitation Services similarly expanded their vocational guidance functions.

Vocational counseling and therapy were conducted by psychologists working in various hospital settings in the United States. Private agencies also helped men and women with vocational counseling and selective job placement. This took place while they were still in the hospital and awaiting discharge. The late 1940's, 1950's and early 1960's saw a tremendous growth of rehabilitation counseling. Many terminal and sheltered workshops were opened. Selective job placement for civilian and military handicapped took place in increasing numbers. During the

post-war period guidance in the schools drifted away from job-oriented counseling and gave its major attention to personality, emotional problems, and academic advisement.

In 1952, the National Vocational Guidance Association, the National Association of Deans of Women, and the American College Personnel Association were the initiating movers in forming the American Personnel and Guidance Association, the primary professional association of counselors in the United States today. By 1949, about 1,000 colleges and universities offered preparation for counseling.

With the launching of Sputnik in 1957, and the passage of the National Defense Education Act of 1958, education and guidance headed in a different direction. Non-directive guidance was for the most part abandoned. Many counselors turned more to directive counseling in their efforts to recruit bright youth for college. Meantime, many of the non-college bound youth were neglected. By 1962, the counseling profession had become entangled in its own techniques and had apparently lost its way if not its goal. A series of reports by interested groups and laws enacted by Congress did much to bring the guidance movement back to earth again. It incorporated vocational guidance as an essential element in education for employment, job placement, economic development and social welfare.

The 1960's saw the federal thrust pinpointed on the dropout problem. It was aptly called "social dynamite" by educator James Conant. At the same time, there was a growing distance between the world of work and the classroom.

The 1960's were years of powerful value commitments for most people, including counselors. Racism, the Viet Nam War, poverty, etc., were powerful issues for most people. Neutrality was passe.

During the 1960's and early 1970's there were demonstrations, blatant racism and marches. Numbers of young people broke away from the traditional mainstream of society. Many of these young people received counseling although the regular institutional programs were unable to reach them. These were times of drug experiences, new sexual styles and an increased rate of births to young people who were not married. The counseling they received, including help for job placement, often came from their own peers.

II. THE PRESENT, 1970 - 1977

Counseling and guidance in the United States has been responsive to the needs of the community. Currently, the United States labor force is larger than it has ever been. There are more people working and more people looking for work. More people are in college or have college degrees than ever before. For those seeking work, this has led to an increasingly competitive market. A college degree is no longer a guarantee of a suitable job or any job at all.

During the 1960's, and until recently, the emphasis, from the early years of schooling, was to prepare for advanced training for college admission. By the early 1970's in the United States, we had a large pool of students unable to attend college, even unwilling to remain in high school. Thus, we were faced with many school dropouts who were unprepared to enter the labor market or whom business screened out because of the over-supply of candidates.

In an effort to bring counseling and education back to the realities of the world of work, Commissioner of Education Sidney Marland, in the early 1970's,

propounded career education and career guidance. With the linking of school training to the skills required for employment, vocational counseling has turned full circle back to the concepts of Parsons, but on a more sophisticated scale.

Technology and urbanization result in new demands upon counseling and provide it with new tools as well. Therefore, I should like to share with you some of these current and emerging trends in counseling in the United States.

III. CURRENT (1970 - 1977) AND EMERGING (1980 - 2000) TRENDS IN U. S. COUNSELING

A. The Counseling Profession Has Begun to Establish Standards for Counselor Educator Programs (CORE), for Counseling Agencies (IACS) and for Counselors (CRCC)

A major problem facing any professional counseling association, and the American Personnel and Guidance Association is no exception, is that of certification and licensing. A further implication, as with other professions, is that counseling may be licensed by one state and not by others. Licensure in one state does not mean reciprocity in another. The counselor who legitimately practiced his profession for 25 to 30 years in the District of Columbia, for example, is unable automatically to practice in Florida, where he may wish to retire; this difficulty may exist even in his home state of Maryland or Virginia, only a few miles from his or her office in the District of Columbia.

Licensing and certification is an issue that, as professionals, counselors will be forced to review and revise constantly. High standards of quality as well as licensing will be enforced so that future generations of counselees will be assured of quality service. Unless consumers feel they are receiving competent service from counselors, they will obtain help from other providers. It is in the self-interest of counselors to enforce high standards of licensing and certification.

Presently, trained counselors will require upgrading and recycling. Counselor education will be forced to account professionally for counselors' training activities. Students today often report that some course content is irrelevant and outdated by the time they enter counseling jobs. Counselor educators will probably be required to work with a caseload either on a full-time basis, for example every third or fourth year, or regularly, on a part-time basis. More full-time counselors probably will teach and supervise interns. Not only do students need practicums, internships, and externships, but counselor educators need "refresher" internships as well.

Selection and methods of educating prospective counselors need further, extensive research and redevelopment. Many employers of counselors in various work settings are concerned about newly-trained counselors and their lack of basic counseling skills. Further study, development and implementation will be necessary for the counseling profession to provide quality services.

High scores on the Graduate Record Examination or Miller Analogies do not necessarily predict counselor potential. There may even be an inverse relationship between high scores on these tests and the warmth and empathy requisite for an effective counseling relationship. Yet, this does not mean that such a person will be incapable of making a contribution to guidance by way of valid perceptions and positive interactions with people. Counselors may have the intellectual ability for academic success, but the work may not be to their liking or relevant to their life styles.

Practicum training or internship experiences will have a wider scope and start earlier in the training process to provide the student greater opportunity to gain intensified on-the-job training. It will also serve as a worthwhile screening device to help weed out those candidates whose abilities and temperaments are not suitable for counseling.

Universities need to take a closer look at supervision provided to students in practicum training. Supervisory concepts and administrative procedures will be more closely scrutinized. At the same time, the practicum experience will more fully prepare counselors to meet their clients' needs. Exchange of ideas and techniques by interns in many work settings, including the school, will be maximized.

Counselors in every work setting will need to be more experienced in and about the world of work.

B. Maintaining and Upgrading Counselor Competencies

Counselors must be trained to be sufficiently sensitive to lifestyles, attitudes and problems of those members of their client population who come from backgrounds unlike their own. Course work and well-supervised experience may lessen the "communication gap" that now, at times, exists between counselor and counselee.

The work experience of far too many counselors has been narrowly confined to teaching, or other types of professional work. On-the-job training of all kinds will be considered to help bring about a better understanding of their clients' lifestyles. The counselor who is to work with the non-college-bound youth and adults should gain experience in blue collar work.

Those who intend to work with the disadvantaged may well serve a year in the ACTION program as part of their practicum. A similar type of practicum is needed for those who intend to work with the affluent. Training will also have to help counselors sort out their feelings and adapt to the many changes taking place in the world of work, including efforts by the Feminist Movement.

In the future there will probably be greater use of workshops to help counselors keep up-to-date. Many hundreds of different professional workshops were held during the past year by the American Personnel and Guidance Association, from Value Clarification to Job Skills to Career Life-Planning. In the future, workshops will be multiplied many times. Workshops will cover areas now inadequately covered. It will be essential for a counselor, in order to be licensed and certified, to participate in a specified number of workshops, seminars, or conventions during any current year. This is already true for physicians.

Counselors will have to keep up with recent developments. Some counselors have only a meagre working knowledge of the more than 30,000 existing jobs in the United States. They will have to do something about this. Practicing counselors and counselor educators will need continuing experiences in the world of work to update their knowledge about current industrial practices and developments.

One method has been the use of advisory committees of workers and employers for secondary and post-secondary schools. The American Personnel and Guidance Association has taken a step in this direction. It now has cooperative relationships with the National Association for Industry-Education Cooperation, National Alliance of Businessmen, etc. A number of invitational conferences have taken place between top leaders in education and industry. Teachers and counselors may work in industry during the school year and/or during the summer. Industrial

leaders have had a new role in helping reform the school curriculum. The exchange of communications and visiting one another in their work settings, as well as in meetings, strengthens the individual counselor. Many of these invitational conferences brought key leaders from industry and education together for the first time on projects of mutual benefit.

It is through these interchanges that counselors may become aware that technological advancement and manpower needs change rapidly. By the time manpower forecasting projections reach professional publications, it may be too late. The job of the counselor becomes more difficult as it becomes increasingly important to keep up with rapid technological change. Youth should be deterred from making specific career choices too early in life. People can be trained in broad areas so as not to become too limited too soon in what may be a disappearing field. They cannot be satisfied with helping a youngster make a "safe" decision about a job or education. Counselors recognize that man can become as obsolete as a machine. Explorer of 1958 is as outmoded as the Model-T Ford.

In addition to keeping abreast of changing manpower needs, counselors will have to keep up-to-date with the increasing number of alternatives to traditional secondary and post-secondary education. Some presently existing are:

- Continuing Education Unit (CEU)
- Correspondence courses at elementary, high school, vocational technical and college levels
- Advancement based on demonstrated knowledge and skill rather than course enrollment and the passage of time
- Early admission to high school and college
- College credit and degrees by examination
- Elimination of grades based on tests
- Open entrance and open exit
- Credit for independent study
- Home study for college credit
- Flexibility to intersperse academic work with travel, employment and national service
- Increased opportunity for students to design their own majors and curriculum
- Credit for life experiences
- Flexibility of transfer requirements between various types of institutions
- External degree
- Concentrated academic programs for students studying to become lawyers, physicians, or other professionals whose services are in demand
- Voucher system for learning

o Para-curriculum — self-designed major

The great surge in the absolute numbers of women in the labor force and the increasingly diverse occupations which they are entering are conditions with which counselors have to deal. For some counselors this necessitates value clarification as well as more information.

Increasing numbers of women will re-enter or remain in the labor market and combine three careers -- wife, mother and careerist. Greater numbers of younger women will return to work and/or school while their children attend day care centers. Greater numbers of women will marry later. Other women will not have children until their careers are established.

Feminist groups have brought to light the job and career issues of women today, and the necessity for initiating accelerated changes in women's life styles. Women now comprise about 40% of the United States labor force. Yet only a small percentage are in professional, technical or managerial occupations. The occupational distribution of women in higher level jobs and careers will be changed, particularly at the professional level. There is no rational explanation for the fact that the percentage of women in dentistry, medicine, engineering, etc., in other countries is five or six times what it is in the United States.

Counselors will need to provide more adequate career information. Special emphasis will be placed on projecting new career opportunities for women. Most media, including printed literature, films and filmstrips, are presently geared heavily toward young men in the United States. Counselors will be prepared to help both men and women face the hard realities of stereotyping and sexual discrimination.

As career options change for women there will be changing roles, goals and career patterns for boys and men. In B'nai B'rith Career and Counseling Services programs, professional staff members report that it is exceedingly difficult to find successful male career models in non-traditional male occupations. Counseling men, boys and their parents for changing roles and functions will be required as women's roles change. Thus, some counselors will be confronted with the need for value clarification and new information for boys and men, as well as for girls and women.

C. Counselors as Models and Change Agents

Future counselors will be much more risk-taking, action-oriented. They will be younger, more creative persons, architects of needed change. Counselors in the United States are running for political office, standing up to the power structure in their work settings and trying new group techniques that are much more risk-taking. The future counselors will move into other areas where their skills are needed in society. They will continue to help their counselees choose wisely among alternatives and in dealing with increasing uncertainties.

In the United States today the increase in social action by professional personnel in the counseling field is a dramatic example of the importance of counselors as living models. "What you do speaks so loudly that I can't hear what you say." Values may often be the hidden agenda, but the skills of human relations remain essential. Most counselors are no longer neutral in the counseling interview or in life itself, nor can they be.

Counselors alone cannot make the necessary behavioral changes but, in cooperation with significant others, they can help. There is and there will continue to be great need for education and training of workers in fields which are grossly

undermanned. For example:

- Nursing homes need staffing with social workers, vocational counselors, psychiatrists, foster parents and foster children, or full-time psychologists, specialists in recreation, art, music, etc.

- The growth of day care centers for the very young, the very old, and the recuperating, stresses the need for more nurses, psychologists, counselors, business managers, and other male and female generalists and specialists. These should not be glorified baby-sitting services. They should be places which are both secure and creative, in which those who wish to work, or who must do so, may leave their children, parents, or recovering ill.

- There will be a need for paraprofessionals, aides, physical education teachers, social workers, educational and vocational counselors, and other specialist-educators to assist senior citizens both in special senior citizen housing and senior citizen communities. Geriatrics is a field of increasing importance and rapidly growing career opportunities. With 14% of our population now over 65, this thrust is long overdue.

- Road signs all over the United States are incomprehensible and/or unreadable to many people. Agreement on standards for road signs in the U. S. still seems many decades away. There is a dire need for safety engineers, psychologists, semi-skilled and unskilled people to design and provide better signs and directional markers and safer highways; and there is need for them to make greater use of computers to improve traffic patterns.

- Other needs include acceleration of reform in prisons and other correctional institutions. The likelihood of recidivism among inmates is high. We are not rehabilitating these individuals. More sociologists, psychologists, vocational counselors, teacher aides, inmate aides are needed to ensure that our present system is truly rehabilitative.

- The roles of librarians and libraries should be changed to meet the increasing demands made upon them. Many libraries will be open 24 hours a day, 7 days a week. A few libraries already are increasing their hours, but the vast majority are closed more than they are open. College libraries can be used more effectively and innovatively as learning-resource centers are open longer.

- In the future, education and training for all types of workers, from unskilled to professional, will be offered at a growing number of educational parks. New jobs and careers and the counselor's role in this area will be explored and utilized in depth.

To accomplish these goals of new careers, counselors need competencies and expertise in the areas of social action and legislation. During the past few years in the United States, more counselors than ever before were involved in testimony at the local, state and federal government levels. Counselors were consulted about legislation pertaining to education and guidance, considerably before its introduction in the legislatures. Some counselors have successfully campaigned for public office. Their commitment as policy movers is far greater than ever. Counselor involvement with the power structure of legislatures in the United States will be imperative if counseling is to survive as a separate profession and if counselors are to effect change, both locally and nationally.

D. Additional Techniques and Tools With Which Counselors Are Becoming Familiar and Which They Need to Know Better

The use of small group methods as part of a comprehensive approach to counseling is one such technique. The notion that there is one best way to counsel all individuals is rapidly becoming passe. Team talents and the skills of many resource people in a wide variety of disciplines is the current thrust. The continuum runs from the counseling aids indigenous to a certain group to the services of a counselor with a doctorate and appropriate post-graduate training and experience.

In some school systems paraprofessionals have been detailed as teacher aides. Where paraprofessionals have been assigned as counselor aides, counselors will use them in more creative and innovative ways. Counselor aides are not to replace counselors, but are to be utilized to supplement and complement them. Many high school counselors in the United States have reported that up to 70% of their time is spent on clerical work. Professional counselors need to maximize their skills and talent in a more productive manner. Paraprofessionals in counseling are here to stay. Counselors who are flexible can help determine the paraprofessional's role, status and functions, so that their own professional skills can be maximized and clerical duties minimized.

In the future there will be much greater use of computers in counseling. This will relieve counselors of much clerical work that now occupies too much of their time. Time so released can be used effectively for professional activities. As computers become more and more commonplace in many work settings, including schools we shall see less resistance to the computer by those counselors who view it as a threat rather than an aid.

Through use of a computer, a student can relate knowledge about himself to data. A body of information on which to base decisions can be created. This recognizes a growing belief in the guidance field that vocational decision-making is not a "choice-point," but a series of choices and a continuous process of development. Counselors have barely scratched the surface of the many ways in which computers can be used to facilitate maintenance of current information and decision-making.

Various organizations, such as B'nai B'rith Career and Counseling Services, Kiwanis, Rotary, and other service groups, utilize resource adults who serve as "career advisors." They supplement and complement the work of well-trained counselors. They do not counsel. As successful people in a wide variety of jobs, occupations and professions, they may help youth and young adults by revealing the taste, sounds, feelings and other nuances of the life style related to a certain occupation or career. This technique has added an extra dimension to what youth may learn through films, books, pamphlets, TV and many other varieties of audio-visual aids.

Of even greater importance in counseling in the years ahead is the way in which parents are involved. There is tremendous demand by parents throughout the United States for parent-effectiveness programs. In our society one seems to need training for just about everything except how to be a "professional" parent.

More and more counseling services now see the need for bringing the parent into the counseling process, particularly if the counselee is a minor. This new thrust is in line with the all-over importance of the family in counseling. Many parents, and youths themselves, seem to accept this new facet of counseling as a

most helpful device. In our B'nai B'rith Career and Counseling Services offices we find that, with minors, if we do not include the parents, we are working with youth in a vacuum. Parents, too, need assistance to cope with the rapid changes in child-rearing practices.

In the United States, films and film strips in the area of careers show an accelerated growth during the past five years. The National Vocational Guidance Association Film and Filmstrip Evaluation Guidelines are now being used to a greater extent by commercial film manufacturers. Business and industry are also using National Vocational Guidance Association members as consultants from the beginning of a script to completion of the film. There will probably be fewer public relations films, reciting only the advantages of a particular career or covering the subject superficially rather than in professional depth.

IV. ESTABLISHING FUTURE GOALS FOR THE COUNSELING PROFESSION

A. Future Orientation

Counseling will possibly in the future be even more future-oriented than it is now. Faith is future-oriented. Having faith implies belief in the probability that something desired can occur and, on the basis of this belief, change is made. Counselors of the future will have more faith in their own capacity to become something more than they are now, in terms of specific skills, attitudes and information. The thrust is not merely in terms of a title but more in the area of effective life functioning. The creative counselor is more involved with a variety of roles, as well as specialized techniques and materials, rather than adding to any routinized format.

The new futurist counselors will help the future that they want, rather than letting events take place in a random manner. Futurist counselors working with students in the elementary school grades are already setting the stage for these young people to lessen future shock and to cope successfully with a world which will be far different than that we know in 1976. As a result, today's young people should be enabled to face a future of more intense and rapid change with less shock than have those people who experienced both horse-and-buggy travel and the Concorde plane's 2,000-miles-per-hour flights.

Where do we, as counselors, want to be in the year 2000? As a world futurist and charter member of the World Futurist Society, your speaker (perhaps unduly) is concerned when he sees colleagues in the physical sciences moving so rapidly ahead in scientific developments and achievements. They have accomplished many goals earlier than predicted.

We counselors are nowhere near the new, creative discoveries that physical scientists are projecting. Why? Is it that the helping professions are not attracting the most qualified people or that the social sciences are so much more complex? Counselors will have to be futurists if they are to meet challenges of the future. Counselors can, as agents of change, define their own roles, status and functions. Like physical scientists, we must have goals for which our profession can strive.

Counseling will probably start much earlier than the elementary grades, beginning with genetic counseling and continuing on to pre- and post-retirement counseling.

At both ends of the continuum there will be the need of well-trained specialized counselors. Our population continues to grow at both ends of the continuum.

Elementary and earlier school counseling will have a renewed interest in spite of recent budgetary cuts. Retirement counseling has not yet "made it" in spite of talks, meetings and conventions on the subject over the past twenty-five years. Nevertheless, the future looks bright for both.

There are also thousands of future opportunities for qualified persons with a counseling background in work in daycare centers, recreation centers, centers for the aging, centers for the handicapped, etc. Counseling as well as education will be viewed as a life-long concept. People will see a counselor with the same degree of timeliness as they see their physician or dentist. New divisions will be formed within the American Personnel and Guidance Association framework that will represent these emerging interest and professional groups. This, at the same time, will swell the membership lists of the American Personnel and Guidance Association, which have already shown a phenomenal growth from some 10,000 members in 1952 to almost 45,000 in 1976. By the year 2000, there will probably be over 100,000 counselors who will belong to APGA.

B. Goals

The approximately three million people in the United States born in 1976 will be twenty-four years old in the year 2000. The world of 2000 will differ much more from ours of 1976 than our world today differs from the world of 25 years ago. Those of us who are future-oriented must move rapidly ahead to create short- and long-term futuristic goals. Counselors must act rather than react to our changing environment, changing world of work, and changing values.

We need a new kind of professional counselor with new alternative education and training for new helping and administrative roles. Work in such roles will include helping in complex decision-making as well as gathering and organizing up-to-date knowledge, observing trends in the changing world of work, and deciding how information about it can effectively be disseminated. The new counselor can be much more of an activist and agent for change. Counselors cannot merely predict trends in the world of work, but should try to do something about them NOW. I believe that counselors can and will help to change the occupational structure.

The future is now. Everyone everywhere is a VIP (Very Important Person). Everyone can make a contribution. For many people, what contribution they make will depend on their potential to recycle and renew their ideas and skills. People are more important than machines. Counselors can help avoid future shock by accentuating the positive and innovative changes of the future. Then we will not find that we were much too conservative in predicting our development. We may instead find, happily, that many more of our population will be able to cope with their tomorrows.

Though we are all on the spaceship EARTH, as a science fiction buff I expect that we as a people will ultimately move on to other planets. As I view this long, long, long future ahead, while looking back at the millions of years that have preceded our present, I believe our futurist dreams and visions may be too simplistic, and not nearly so dramatic and innovative as the reality that lies ahead.

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